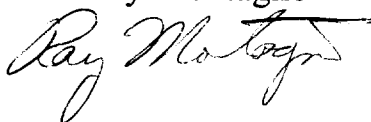


LEADERSHIP PREPARATION MANUAL FOR INCOMING STUDENT LEADERS

An Honors Thesis (HONRS 499)

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A handwritten signature in cursive script, reading "Ray Montagno".

Ball State University
Muncie, Indiana
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PURPOSE OF THESIS

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This discussion of leadership styles and developmental exercises for student leaders provides incoming student leaders ideas of what they need to be prepared for before they begin their term as president or in other offices in student organizations. The students also have to know themselves and their values to determine how they will lead. General types of leadership are provided for students to determine what style they use. Students have to be aware of the added responsibility and conflicts that occur when they add their new role of leader to their other roles as students, employees, etc. New leaders also have to be aware of the potential problems that occur in working with people, such as conflict and low motivation. The discussions of each topic, along with exercises will help prepare incoming leaders for their terms.

I would like to thank Dr. Montagno for being my advisor and putting up with my numerous delays.

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INTRODUCTION

Congratulations!!! You are now a leader in your organization. Having leadership skill is important. Employers look for it. Let's face it, we all came to college to eventually find a job. Being a student leader in one of the toughest, least recognized and most rewarding jobs there is. So how do we become effective leaders, and how do we survive our leadership term without giving up or burning out? As you read on and complete the exercises, these questions will be answered, and some other important issues will also be addressed.

This booklet provides guidance for becoming an effective leader. It is by no means comprehensive, but it does provide an overview that will be helpful in assessing your strengths and weaknesses as a leader. The reason that this became my thesis is because I became the president of AIESEC (The International Association of Students in Economics and Business) at Ball State University the semester I began my thesis research. I floundered at knowing whether I could lead my organization anywhere because I had no clue how I led or what my strengths were. I had to learn everything as I progressed through my term. I wrote this booklet to help others avoid this same problem.

The booklet is arranged in chapters. Each chapter addresses a topic that is important in developing leadership in yourself and the future leaders of your organization. Exercises are incorporated into the chapters to provide a more in-depth study of what you need to become a successful leader.

The first chapter begins with creating knowledge of the individual self. The following chapters relate to learning the skills of leadership. The last two chapters relate to working with others to create an effective team. The arrangement of the chapters supports the importance of knowing yourself first and then learning how to guide your team.

The left margin is wide to provide space to write in for any questions, comments or thoughts that you have as you go through the text.

The poem on the following page will get you started thinking about leadership skills and characteristics and the end result of your leadership experiences.

A Wish for Leaders

I sincerely wish you will have the experience of thinking up a new idea, planning it, organizing it, and following it to completion, then having it be magnificently successful.

I also hope you go through the same process and have something fail terribly.

I wish you could know how it feels to run with all your heart and loose horribly.

I wish that you could achieve some great good for mankind and have nobody know about it except you.

I wish you could find something so worthwhile that you deem it worthy of devoting your life.

I hope you become frustrated and dissatisfied enough to begin pushing back at the very barriers of your own personality limitations.

I hope you make a stupid ethical mistake and get caught red-handed and are big enough to say those magical words "I was wrong".

I hope you give so much of yourself that some days you wonder if it's worth it at all.

I wish for you a magnificent obsession that will give you a reason for living and purpose and direction and élan and life.

I wish for you the worst kind of criticism for everything you do because that encourages you to achieve beyond what you normally would.

I wish for you the experience of leadership.

(Reum)

CHAPTER 1

LEARNING ABOUT YOURSELF

The first thing you, as new leader, must do is know yourself. This includes anything and everything that is going to impact the way you lead. Your values, beliefs, personality, skills, etc are all affect how you perform in office.

The best way to learn about you is to create lists. The easiest list to start with is your likes and dislikes as they pertain to your duties as president. Then define the skills that you have and the ones that you need to work on improving. The last lists include your beliefs and your values. These are very important because they will help you decide the important factors that will help you succeed in your new position.

Activity: Identifying your Personal Values

Purpose: To help you reach a better understanding of your most significant values. This activity should be performed individually and with your executive team. This exercise will help you build the foundation of your organization because you will understand what motivates you and your members to succeed.

Values are deeply held views of what we might find worthwhile. They come from many sources: parents, religion, schools, peers, people we admire and culture. With most people, these values dictate our decisions on how we lead our lives. Just as individuals, organizations are also driven by a set of values. Individuals are obviously more motivated and driven to work in an organization whose values they can identify with.

Step 1: Ask each of your team members to individually think about which 5 values are most important to them. Below is a set of values for them to refer to. Feel free to add any more values to this list below. (15 minutes)

Step 2: Discuss what everyone's personal set of values are, and identify which are the most common to your organization. (30 minutes) Use these values to plan the organization's activities and rewards for the semester.

Examples

- | | | |
|-----------------------------|------------------------|-------------------------------------|
| ▪ Achievement | ▪ Financial gain | ▪ Pleasure |
| ▪ Advancement and promotion | ▪ Freedom | ▪ Power and authority |
| ▪ Adventure | ▪ Friendships | ▪ Privacy |
| ▪ Affection | ▪ Growth | ▪ Public service |
| ▪ Arts | ▪ Having a family | ▪ Purity |
| ▪ Challenging problems | ▪ Helping people | ▪ Quality relationships |
| ▪ Challenge and variety | ▪ Helping society | ▪ Recognition |
| ▪ Close relationships | ▪ Honesty | ▪ Religion |
| ▪ Community | ▪ Independence | ▪ Reputation |
| ▪ Competence | ▪ Influencing others | ▪ Responsibility and accountability |
| ▪ Competition | ▪ Inner harmony | ▪ Security |
| ▪ Cooperation | ▪ Integrity | ▪ Self-respect |
| ▪ Country | ▪ Intellectual status | ▪ Serenity |
| ▪ Creativity | ▪ Involvement | ▪ Sophistication |
| ▪ Decisiveness | ▪ Job tranquility | ▪ Stability |
| ▪ Democracy | ▪ Knowledge | ▪ Status |
| ▪ Ecological awareness | ▪ Leadership | ▪ Supervising others |
| ▪ Economic security | ▪ Location | ▪ Time freedom |
| ▪ Effectiveness | ▪ Loyalty | ▪ Truth |
| ▪ Ethical practice | ▪ Market position | ▪ Wealth |
| ▪ Excellence | ▪ Meaningful work | ▪ Wisdom |
| ▪ Excitement | ▪ Merit | ▪ Work under pressure |
| ▪ Expertise | ▪ Money | ▪ Work with others |
| ▪ Fame | ▪ Nature | ▪ Working alone |
| ▪ Fast living | ▪ Openness | ▪ Others |
| ▪ Fast-paced work | ▪ Order | |
| | ▪ Personal development | |
| | ▪ Physical challenge | |

(1998 AIESEC National Conference Notes)

As you and your team discuss everyone's personal values, you may find out that nobody's values are similar. This is not a problem. What you need to do is begin a discussion about the values. Have people describe why they chose their values. The underlying reasons will describe aspects of each value that may be similar to each other. For example, independence and responsibility are chosen by two separate people. As they discuss their reasons for choosing these values, they both emphasize the importance of the individual in working as a team. Being an individual is then something that they both value. Use this method to create a list of values for the whole team when the individuals' listed values are not similar enough to create a consensus for what the team values.

CHAPTER 2

TYPES OF LEADERS

People have many different ideas about leaders and what exactly they are and what they do. The following is a list of different types of leadership. Many of them are similar or have similar characteristics. Understanding what characteristics you possess, identified in Chapter 1, will help you know what kind of leader you are. Your leadership type will vary depending on experience and situation, but a dominant style will emerge. You should learn your strengths and weaknesses so that you can surround yourself with others whose skills compliment your own.

Manager

The first type of leader has often caused problems for many people because no one wants to be a “manager.” This definition of manager dispels some of the myths behind the traditional manager who is only present-oriented and stuck in the daily activities and hates change. Craig Hickman, in *Mind of a Manager, Soul of a Leader*, said:

The words “manager” and “leader” are metaphors representing two opposite ends of a continuum. “Manager” tends to signify the more analytical, structured, controlled, deliberate and orderly end of the continuum, while “leader” tends to occupy the more experimental, visionary, flexible, uncontrolled and creative end.

Managers can be defined in many ways. Some people describe managers as rational decision-makers, regulators, present-oriented, maintainers, problem solvers, and authority-providers (Cosgrove, 43). Others describe managers as action-oriented, influential, having a leadership role (Mintzberg, 163). Managers are actually both. They are the stability providers. They guide their followers to reach the objectives that have been set following predetermined guidelines that have been successful in the past. They are leaders because of the authority they have been given, but they are not going to be the leaders who revolutionize processes or create major changes. They are very dependable and achieve the expected results.

Visionary leader

Visionary leaders are those who can see many years down the road and plan for the events that are required to get to that point. In terms of student leaders, these are the people who can plan events that will last more than one year and have planned the objectives that should be reached to eventually reach their final goal. These are also the people who focus on planning the future in terms of what the organization is doing today. These people have to be able to express, explain and expand their vision. They have to express their vision to others and help their followers accept this vision as their own (Sashkin, 58). These leaders understand the risk associated with what they are doing and are committed to taking those risks to succeed.

Empowering leaders

Empowering leaders are those who believe that their followers are the keys to the organization's success. Only by providing their followers with the tools they need to succeed can this type of leader succeed. Empowering leaders educate and mentor their followers (Murrell, 34). These leaders help their followers obtain their potential by providing structure and other necessary opportunities to help others reach their potential. They are able to help others accept their successes and grow from their failures.

The following activity uses other leadership names than those addressed above. The names can be translated into the terms used in the activity. Managers are usually analyzers. Visionary leaders are persuaders. Empowering leaders are organizers. Controllers are either managers or visionary leaders depending on whether their focus is more long-term or short-term.

Activity: Identifying your Leadership Style

Objective: To identify your leadership style based on four categories.

To start: Mark the answer that best describes you. Then list the total amount of Os, As Cs and Ps. The letter with the most answers is your dominant leadership style. Look at the characteristics list to see what type of leader you are.

O. Quiet	C. Brave	P. Can convince others
A. Accurate	P. Inspiring	O. Gentle
C. Strong opinions	O. Gives in	A. Humble
P. Friendly to others	A. Shy and unsure	C. Original
O. Even tempered	O. Obedient	P. Confident
A. Precise	A. Fussy	O. Sympathetic
C. Nervy	C. Unwilling to give in	C. Assertive
P. Happy and carefree	P. Playful	A. Accepts opinions

C. Competitive
P. Joyful
O. Considerate
A. In agreement with others

A. Respectful
C. Will try new ideas
P. Optimistic
O. Wants to please others

C. Takes risks
O. Willing to help others
P. Warm and sincere
A. Not extreme

C. Aggressive
O. Easily fooled
A. Uncertain
P. Life of the party

O. Easy on others
A. Organized
C. Powerful in action
P. Good mixer

A. Well-disciplined
O. Generous
P. Lively and gestures
C. Doesn't give up

A. Cautious
C. Determined
P. Convincing
O. Good natured

C. Restless
P. Popular
A. Neighborly
O. Abides by rules

P. Talkative
O. Controlled
C. Decisive
A. Systematic way to do things

A. Diplomatic
C. Daring
O. Satisfied
P. Expressive

O. Contented
P. Trusting
A. Peaceful
C. Positive

C. Sticks to decisions
P. Likes new ideas
A. Ready to do favors
O. Cheerful

A. Easily led
C. Bold
P. Charming
O. Loyal

O. Sweet
A. Avoids confrontations
C. Stubborn
P. Attractive

C. Eager
O. Willing
A. Agreeable
P. Funny and playful

A. Adaptable
C. Likes to disagree
O. Concerned for others
P. Emotional

P. Wants to have fun
O. Patient
A. Soft spoken
C. Doesn't depend on others

P. Respected by others
O. Kind
A. Non-resisting
C. Confident and forceful

Total number

C _____

O _____

A _____

P _____

Leadership Characteristics

<u>Controller</u> (Visionary Leader or Manger)	<u>Organizer</u> (Empowering Leader)	<u>Analyzer</u> (Manager)	<u>Persuader</u> (Visionary Leader)
Action-oriented	Patient	Diplomatic	Verbal
Decisive	Loyal	Accurate	Motivating
A problem solver	Sympathetic	Conscientious	Enthusiastic
Direct	A team player	A fact finder	Gregarious
Assertive	Relaxed	Systematic	Convincing
Demanding	Mature	Logical	Emotional
A risk taker	Amiable	Conventional	Impulsive
Forceful	Questioning	Analytical	Generous
Adventure-some	Supportive	Sensitive	Influential
Competitive	Stable	Controlled	Charming
Self-reliant	Considerate	Orderly	Confident
Independent	Empathetic	Precise	Inspiring
Determined	Persevering	Disciplined	Dramatic
An agitator	Trusting	Deliberate	Optimistic
	Congenial	Cautious	Animated
<u>Wants</u>	<u>Wants</u>	<u>Wants</u>	<u>Wants</u>
Challenges	Assurance	High	Social
Authority	Security	standards	recognition
Power	Appreciation	Details	Freedom
Options	Specialization	Perfection	from details
Freedom from controls	To provide service	Quality control	To be with people
		Traditional procedures	Group activities
			To impress others

(Student Leadership Packet)

Conclusion

Now that you know what characteristics you possess as a leader, you can focus on improving the skills that you do not possess. For example, controllers may need to work on improving their people skills. They can improve these skills by learning to be considerate other people's feelings.

CHAPTER 3

LEADERSHIP SKILLS

The following leadership skills are required for all leaders regardless of what type of leader they are. Communication skills are important because you cannot lead people without speaking and listening to them. The future leaders of the organization are created through your use of empowerment and motivation. Finally, managing conflict will increase your organization's ability to produce results for the semester.

Communication

Good leaders know how to communicate. This includes speaking and listening. Speaking is easier than listening. Listening requires many skills that you will have to practice to use effectively. First, listening requires giving your attention. This means that you are concentrating on what the person is saying and not simply preparing your answer or thinking about other things that you have to do. Listening also requires that you respond to the message so that the speaker knows you are listening. This can include verbal and nonverbal responses. Communication also involves speaking. As a leader, you have most of the information that is required to make your organization successful. Your goal should be to share as much of that information as is needed so that people can successfully do their jobs.

Activity: Communications Behavior

Purpose: To assess your communication skills.

Directions: This questionnaire is designed to help you identify your communication behavior. Each question has no correct or incorrect answer. Please read the whole question carefully and check the one choice that most accurately describes your communication behavior. Work quickly; do not ponder.

1. When speaking with people, I usually ____ other's feelings, experiences or potentials.
 - (1) ignore
 - (2) show little concern for
 - (3) show some concern for
 - (4) show concern for
 - (5) show deep concern for
2. While listening to people, I usually respond to them:
 - (1) immediately in a highly evaluative manner based on my thoughts, beliefs and values.
 - (2) in a highly evaluative manner based on my thoughts, beliefs and values.
 - (3) in a descriptive and evaluative manner based on information, thoughts and feelings gathered from the interaction and me.
 - (4) in a descriptive manner based on sufficient information, thoughts and feelings from the interaction.
3. When explaining myself and the world around me, I usually use terms such as:
 - (1) "It is human nature . . .," "We've all experienced . . .," and "What else could they have done. . ."
 - (2) "In my country . . .," "We Americans find that . . .," and "Japanese are generally . . ."
 - (3) "My friends and I believe . . .," "Most of you in the group know that . . .," and "People in my profession know that . . ."
 - (4) "I believe that . . .," "I feel that . . .," and "My viewpoint is that . . ."

4. In new or ambiguous situations, I am ____:
- (1) very nervous and very slow to adapt to the situation.
 (2) somewhat nervous and slow to adapt to the situation.
 (3) a little nervous and adapt to the situation at normal speed.
 (4) comfortable and quick to adapt to the situation.
 (5) very comfortable and very quick to adapt to the situation.
5. When interacting with people, I ____ "put myself in others' shoes."
- | (1) | (2) | (3) | (4) | (5) |
|-------|--------|--------------|------------|--------|
| never | seldom | occasionally | frequently | always |
6. In group activities, I ____ ask for *more facts* in order to accomplish our group task.
- | (1) | (2) | (3) | (4) | (5) |
|--------|------------|--------------|--------|-------|
| always | frequently | occasionally | seldom | never |
7. In group activities, I ____ initiate ideas in order to accomplish our group task.
- | (1) | (2) | (3) | (4) | (5) |
|-------|--------|--------------|------------|--------|
| never | seldom | occasionally | frequently | always |
8. In group activities, I ____ seek evaluation and classification of our ideas in order to accomplish our group task.
- | (1) | (2) | (3) | (4) | (5) |
|--------|------------|--------------|--------|-------|
| always | frequently | occasionally | seldom | never |
9. In group activities, I ____ harmonize the relations of the group members.
- | (1) | (2) | (3) | (4) | (5) |
|-------|--------|--------------|------------|--------|
| never | seldom | occasionally | frequently | always |
10. In group activities, I ____ mediate conflicts of group members.
- | (1) | (2) | (3) | (4) | (5) |
|--------|------------|--------------|--------|-------|
| always | frequently | occasionally | seldom | never |
11. In group activities, I ____ regulate the evenness of participation of the group members.
- | (1) | (2) | (3) | (4) | (5) |
|-------|--------|--------------|------------|--------|
| never | seldom | occasionally | frequently | always |
12. In group activities, I ____ resist others' ideas.
- | (1) | (2) | (3) | (4) | (5) |
|--------|------------|--------------|--------|-------|
| always | frequently | occasionally | seldom | never |

13. In group activities, I ____ insist on my own views.

(1)	(2)	(3)	(4)	(5)
never	seldom	occasionally	frequently	always

14. In group activities, I ____ attempt to manipulate the group by asserting my authority.

(1)	(2)	(3)	(4)	(5)
always	frequently	occasionally	seldom	never

15. In group activities, I ____ like taking turns in group discussions.

(1)	(2)	(3)	(4)	(5)
never	seldom	occasionally	frequently	always

Scoring:

Before determining your score, you must adjust the numbers in the following questions:

for Q6, Q8 and Q13 *always*=1, *frequently*=2, *occasionally*=3, *seldom*=2 and *never*=1;

for Q10, *always*=5, *frequently*=4, *occasionally*=3, *seldom*=2 and *never*=1

Now add the numbers you have chosen from the 15 questions. Your total score on this questionnaire should be between 15 and 67 (any score below 15 or above 67 means a miscalculation).

- | | |
|----------|--|
| Above 57 | You are likely to be successful in communication and management. |
| 50-57 | You are likely to be successful in communication and management by maintaining self-improvement in communication and management. |
| 40-49 | You are likely to need some training in order to be successful in communication and management. |
| Below 40 | You are likely to encounter many difficulties in communication. In order to be successful in communication and management, you need to adjust your attitude and behavior by participating in relevant training programs. |

(Zhao, 20, *adapted*)

Empowerment

Leaders must give away power. The more power you give away, the more power you have. You cannot do everything that must be done to make your organization successful. Eventually you will be overwhelmed and either suffer burnout or quit. The members of your organization have “to be liberated, to be involved, to be accountable, and to reach for their potential” (DePree, 97). It is not up to you to force people to do the things that have to be done. Instead, you need to provide the resources and opportunities for your members to take control and ownership for what the organization is doing. This is an important trait for you as student leader because of the high turnover rate in membership in student organizations. After you finish your term, someone else has to have the necessary information to lead the organization.

Managing Conflict

Not everything in your organization is going to run smoothly. Others’ problems become your problems because you are the leader. Some problems are easy to solve. These usually involve things such as reserving a room, buying food, and monitoring office hours. Others are going to be difficult. These include hurt feelings, lack of involvement, fights and backstabbing. In these cases, you have to be an arbitrator and determine the root of the problem without offending both sides. The important skill is neutrality. Listen to what the people are saying and recap it so that you know exactly what they are saying. Do not choose a side; instead, provide alternative solutions and use

the ones that work the best for everyone. If the situation persists, contact someone outside of the organization to help provide suggestions, such as your mentor. These people are outside of the situation and can provide objective opinions about what should be done to solve the problems.

Motivation

Since you are a student, you often have too much to do and get tired and unmotivated. You, as a leader, can do many things to help enliven your organization. Some things are simple, such as setting challenges and rewarding the people who meet these challenges. Sometimes a simple "Thank-you" helps. For example AIESEC local committee reward their members with "ZAPPS". At general meetings people are recognized for something they did during the week. The lights are flashed on and off and the leader will say, "ZAPPS to Bob for creating our newsletter." It is a little mini-ceremony that helps people feel good about what they are doing and it also makes people want to do something to be recognized.

Other motivating activities could involve fun activities away from normal meetings that allow people to relax. The following is a list of suggestions of ways to motivate the members of your organization.

Ways to Motivate Your Members

1. Single out a member to show that you do pay attention when someone works extra hard. Give them congrats during a meeting or in front of VIPs such as key administrators or corporate attendees.
2. Identify and thank coordinators during an event. Public praise encourages others to speak up and offer their own thanks.
3. Hide a note or message for your assistant in a file or on a computer screen that says "Thanks for . . ."
4. Put a bowl of Hershey's Hugs labeled "Group Hugs" in the office for your team to share.
5. Create a page for each member's memory book with a list of funny quotes or incidents, things to change for next year or hopefully forget, and the best, worst, and most unexpected happenings of the year.
6. Invite up-and-comers to lead meetings toward the end of the semester to recognize their yearlong commitment.

(Beard, 37)

CHAPTER 4

STRESS MANAGEMENT

Stress occurs in everyone's life. Some people have more; some have less. The important thing is learning how to deal effectively with stress. This can be accomplished in many ways including changing your attitude to think positively, setting appointments, and planning daily schedules.

Activity: What do you know about stress management?

Objective: To find out what you know about stress.

Rules: Fill out the 20-item questionnaire with what you believe to be the correct answers (True/False). Then check the answers to find out how up-to-date you are on stress.

1. _____ Stress is a nonspecific response of the body to any demand made upon it.
2. _____ Life's daily activities are the stressors to which a person responds positively or negatively.
3. _____ Stress always results in anxiety.
4. _____ Fleeing from the anxiety that causes the problem will solve the problem.
5. _____ All people experience anxiety from stressors in the same way.
6. _____ It is important to recognize and deal with, not only the signs and symptoms, but also the causes of your anxiety.
7. _____ Additional responsibilities at home or on the job increases one's anxiety.
8. _____ Over two-thirds of today's health problems are anxiety-related.
9. _____ The amount of sleep you get has little to do with how well you cope with stress.

10. _____ Setting aside one hour each week for yourself is enough time to relieve stress.
11. _____ Situations which you cannot control are likely to be anxiety-free.
12. _____ Misunderstandings can lead to anxieties.
13. _____ Anxiety can be reduced by various relaxation techniques.
14. _____ Any changes in one's lifestyle can produce anxiety.
15. _____ Coffee and smoking have little or no effect on raising one's blood pressure.
16. _____ The attitude that one has about what is said or done will determine how the individual will respond.
17. _____ Alcoholic beverages will improve one's ability to cope effectively with stressful situations.
18. _____ Fear can have an immobilizing effect on an individual.
19. _____ Exercise is not a very useful technique for reducing built-up tension.
20. _____ By concentrating on your breathing pattern, you can reduce the anxiety that you may be experiencing.

Answers:

- | | |
|-------|-------|
| 1. T | 11. F |
| 2. T | 12. T |
| 3. F | 13. T |
| 4. F | 14. T |
| 5. F | 15. F |
| 6. T | 16. T |
| 7. T | 17. F |
| 8. T | 18. T |
| 9. F | 19. F |
| 10. F | 20. T |

Points

20

16-19

11-15

10 or less

Results

Excellent

Good

Fair, but don't let your stressors build up.

It's time to learn more about and deal with your stressors.

Managing Stress

Stress is a fact of life. Even if you did on the previous activity and feel that you have effective ways to handle your stress, you still may need additional methods to work through your stress. Stress is not going to go away so you have to learn how to deal with it effectively. The following is a list of suggestion of things to do to reduce stress. Stress can also be managed by learning to organize your priorities. You cannot do everything and especially you cannot do it all at once. Set a list of activities that you have to do today. This will help reduce the amount of surprises that happen during the day. Also be sure to take time for yourself everyday. Do something to unwind that you like to do. This helps put your busy life back in perspective.

Ways to Reduce Daily Stress

- | | |
|---------------------------|----------------------------|
| ◆ Get up earlier | ◆ Look at the stars |
| ◆ Prepare ahead | ◆ Take a bath |
| ◆ Avoid tight clothing | ◆ Unplug your phone |
| ◆ Set appointments | ◆ Organize your workspace |
| ◆ Doodle | ◆ Be prepared to wait |
| ◆ Learn a joke | ◆ Breathe slowly |
| ◆ Exercise | ◆ Develop a sense of humor |
| ◆ Throw a paper airplane | ◆ Stretch your limits |
| ◆ Get to work earlier | ◆ Praise others |
| ◆ Stretch | ◆ Say no to extra projects |
| ◆ Have a plan "B" | ◆ Write in a journal |
| ◆ Say Hello to a stranger | ◆ Pet an animal |
| ◆ Say something nice | |

- ◆ Be optimistic
- ◆ Take a nap
- ◆ Get up and dance
- ◆ Read a good book
- ◆ Take a drive in the country
- ◆ Volunteer
- ◆ Clean a closet
- ◆ Plant a tree
- ◆ Learn to live one day at a time
- ◆ Stop a bad habit
- ◆ Buy a flower
- ◆ Avoid negative people
- ◆ Learn a new song
- ◆ Do one thing at a time
- ◆ Anticipate needs
- ◆ Don't know all the answers
- ◆ Schedule a realistic day
- ◆ Count to 100
- ◆ Enjoy art
- ◆ Get enough sleep
- ◆ Draw/color a picture
- ◆ Laugh out loud
- ◆ Sit up straight
- ◆ Talk to someone
- ◆ Meditate
- ◆ Look at problems as challenges
- ◆ Unclutter your life
- ◆ Talk less and listen more
- ◆ Praise others
- ◆ Think positively

("101 Ways to Cope With Stress" and "52 Proven Ways to Deal With Stress")

Using the previous list is simple, choose the methods of stress management that you feel would work best in your life. Then make a list of those activities. When you are suffering from a high amount of stress, take out your list and do one of the activities. Also some of these activities should be performed on a daily basis to reduce the amount of stress that you have just from regular activities. A simple method is listening to your favorite music on your way home from class. This will relax you so that you will be in a better frame of mind to finish the rest of your day.

CHAPTER 5 DELEGATION

The reason that you are in college is to get an education. Sometimes other things are going to interfere with this including your organizational responsibilities and work. One way to make life less hectic is to prioritize. Knowing what your priorities are will allow you to say no to certain activities. This is important because you cannot do everything you want to do. Make a list of the things you need to get done daily. It will free up your time and allow you to get things done without backtracking. It also makes it easier to deal with unexpected events. You can rearrange your schedule by looking at it, instead of trying to remember everything you wanted to get done.

These priorities are also important in getting things done in your organization. The important thing to know is you cannot do everything yourself. The solution is DELEGATION.

Delegation is sometimes very hard. People like to do things themselves because it is easier or would take longer to explain than to do it. The following is helpful in thinking about delegating.

Leaving a Legacy

Lead or Control

One of the most important factors that influences a group's long-term success is the quality of its leadership. Officers who don't trust anyone else enough to delegate will burn out, and sooner or later, so will the group.

Delegate It

Delegation can be one of the keys to paving the way for a group's long-term growth. It's the first step to passing along all the wisdom and skills needed to run an organization effectively. Handing off the smaller tasks helps the leaders stay focused on the group's overall goal.

Work Yourself Out of a Job

There are companies that have been around for 150 years yet have never relied on any one person - their traditions, vision and overall goals are ingrained into everyone. So work to make yourself obsolete. By the end of your term, you should be acting mostly in an advisory capacity as new leaders take office. (Unknown)

How to Delegate

“Leaving a Legacy” emphasized the importance of delegation. How do you choose what to delegate and how do you make sure things are getting done?

The first thing to do is rank activities. The ones that are easy should definitely be delegated. This includes reserving rooms, making copies and signs and other activities that are easy to explain and to do. This gives newer members things to do and helps them to feel involved in the organization.

The middle level of activities can usually be delegated as well. They will be given to other members of your executive board. These may include planning meetings, finding speakers and fundraising. Depending on how your organization is set up, the executive board members can take these activities back to their committees and delegate parts of them.

The top level of duties may be responsibilities that are yours alone. This includes reporting to an advisor, planning long-term goals for the organization (usually done with the help of the executive board) and running executive meetings.

For effective delegation, certain rules have to be followed. First, the person has to understand the point of the task and when it is to be completed. Also, you must provide support and all of the necessary information to complete the project. The person must then be able to report the problems and obstacles back to you and receive feedback (Moller, 18).

The following activity assesses your attitude toward delegation. If you have a poor attitude toward delegation, you will have to improve your attitude and skills because you cannot do everything that needs to be done by yourself. Trying to do so leads to more stress, burnout and no opportunities for upcoming leaders to practice their leadership skills.

Activity: What is your attitude toward delegation?

How to perform this exercise:

- ☐ Respond to the statements below as objectively as you can.
- ☐ Put an X in the Agree column if you completely agree with the statement.
- ☐ Put an X in the Partially Agree column if you only partially agree/disagree with the statement.
- ☐ Put an X in the Disagree column if you completely disagree with the statement.

	Agree	Partially Agree	Disagree
1. I can often save time by performing tasks myself.			
2. I find it difficult to accept errors made by my team members.			
3. I like being involved throughout and knowing everything that goes on in my organization.			
4. I am easily irritated if one of my members does not understand my instructions at once.			
5. I sometimes find it unfair when my members are praised by others without mentioning my efforts.			
6. I can only depend on the task being performed properly if I have been involved in it myself.			
7. I find it difficult to accept ideas coming from others.			
8. My experience and knowledge of the tasks is so specialized that I am the best person to perform them.			
9. Team members should only have the information they need to perform their tasks.			
10. My members do not wish to take greater responsibility.			
11. If I delegate too much, I lose control of my organization.			
12. Many people only wish to speak to me.			
13. It may be better for me and those around me if I delegate delicate and embarrassing matters.			
14. As a leader, I should not concern myself with tedious and unpleasant tasks.			
15. It is difficult for me to accept that a member of my members performs tasks differently from me.			
16. I cannot accept it if a team member does not follow my instructions to the letter.			
17. Leaders who delegate a great deal are unsure of themselves.			
18. If I delegate too much and increase the competence of others, I may put my own position in jeopardy.			
19. It would be preferable if my executive board has the same competence and attitudes as me.			
20. I would prefer my members not be too domineering.			
SUM			

Scoring:

- ☐ Disregard all statements for which you have put an X in the Partially Agree column.
- ☐ Add up the X's in each of the Agree and Disagree columns and write down the sum at the bottom of each column.
- ☐ If you disagree with more of the statements, you have some attitudes which help effective delegation.
- ☐ If you agree with more of the statements, your attitude will make effective delegation difficult, and you should work towards changing these attitudes.
(Moller, 9)

CHAPTER 6

TEAM DEVELOPMENT

Team development is important for achieving the goals of your organization. It builds trust and camaraderie between team members and creates opportunities for constructive evaluations.

Building a Team

After elections have been completed, you and your new executive board will traditionally plan the next semester together. An important part of this planning session should be getting to know the other team members. Many books have been published that focus on team building that can help you. Some activities are also provided below and in the appendix. These activities are important because they provide a structured opportunity for people to get to know and become comfortable with each other.

Team Building Activities

- 1) The **personal values activity** from Chapter 1 should be done in the beginning of the semester because the team needs to know individually and as a whole what they value because it will affect their involvement in certain activities. This activity is in-depth and people may be a bit shy about revealing their true values so be aware that some icebreakers should be done initially.
- 2) **Ice breakers**
 - a) **Introductions** (20 minutes)
Divide the group into pairs and have each pair spend 5-10 minutes learning about each other. Be sure that the people in the pairs do not know

each other very well. The pair then has to introduce the other part of the pair and tell something about that person to the whole group.

b) **Name Game** (15-30 minutes)

This works best with large groups of people. The group has to sit in a circle. The first person has to say his/her name and an item that begins with the same first letter. (Example: The item is fruits, so I begin: "My name is Wendy and I like watermelons.") The second person has to say the first person's name and item and then introduce him. (Example: "Her name is Wendy and she likes watermelons. My name is Mike and I like mangos.") This goes around the whole circle. The goal is simply to familiarize the team with everyone's name.

3) **Team Activities**

a) **Chair building** (30 minutes)

Object: Their goal is to create a chair that can be sat on.

To start: Divide the group into team of 4-5 people. Each group then gets 25 newspapers (preferably the Indianapolis Star or other large newspapers) and a roll of masking tape. The teams should have 10 minutes to plan their chair, during this time no building can be done. Then the teams have 20 minutes to build the chair.

Rules: There are no rules, except that cannot ask for help from the moderator. At the end the moderator has to test each chair to see if it can support a person.

b) **Traffic Jam** (10-30 minutes)

Object: A group is divided into two teams. Each group has a minimum of four members in it. Standing on marks, the group exchanges sides of a rope. The group that starts left of center finishes on the right. The group that starts right of center finishes on the left.

To start: The group lines up on the markers, with the center marker left empty. The two sides face the empty marker. Have the group decide which side will move first.

Rules:

1. The person moving may move to an empty space in front of them.
2. The person moving may move around a person facing them to an empty space.
3. Only one person may move at a time.
4. The person moving may not move backwards.
5. The person moving can not move around someone facing the same way they are.
6. No one can talk until the team has switched sides.

Example:

The following diagrams show how the game begins and may proceed with Team 1 being Xs and Team 2 being Os. The question marks are the empty marks.

(To begin) X X X X ? O O O O

(Middle) X X O X O X O O ?

Debriefing after Activities

After each activity, the group needs to relate the significance of the activity and the lessons learned. The first part of debriefing focuses on the facts of the activity, what happened and what the goal was. The second part relates to the individuals and how they felt about themselves, others and the activity. The last part focuses on life lessons and how they can be applied to improve the group.

Providing Feedback

One of the important aspects of team development is timely appraisals and feedback for your members. This includes reinforcing good behavior and providing suggestions for poor performance. The evaluations have to be timely or the people will not connect the behavior with the reward/discipline. The positive feedback will help motivate the person to keep performing well.

This type of feedback should be provided regularly by you, the leader. It can be done in different fashions, including recognition in front of the group, personal meetings to discuss the behavior (usually for poor behavior) and compliments.

A formal review should also be completed at the end of the semester, if not more frequently, with input from the whole executive team. The following activity can be used to perform these evaluations.

Activity: Performing Team Evaluations

Objective: To perform appraisals/evaluations of your team members and yourself to provide positive reinforcement and suggestions for improvement.

Directions: These evaluations should be done on a regular basis, at least every semester. Give your executive team members (be sure to include yourself) notecards with the other members' names and positions on them. Each person then needs to list the other people's greatest strength and greatest weakness. Be sure to emphasize to your team that these appraisals are based on the person's abilities, not on their personal qualities. The goal is to constructively critique each person for the improvement of the team, not to slam anyone. This should take about 20-30 minutes.

Then collect all of the cards and say aloud what each person's strengths and weaknesses are. The officer then needs to respond to make sure that he understands what was said. (Note: The evaluated person is not supposed to defend himself, only paraphrase what was said so that he clearly understands what was said.) This should be done with all of your officers. Then have somebody read your strengths and weaknesses aloud as well.

This activity should be followed up with written comments of what was said so that the team can be evaluated at the end of the next term for improvements.

(Leadership and Management Guide, 2)

CONCLUSION

Now you know some of the basic skills that are required to become an effective leader. Use these skills when you lead. Use this booklet as a reference when you need suggestions and guidance. Also collect other suggestions, such as poems and worksheets, that will help make you a better leader. Then pass this knowledge on to the future leaders so that they do not have to recreate the wheel every time a new executive team is placed in office.

My two pieces of advice are to enjoy your term as a student leader and find others in similar positions with whom you can compare notes about what is working and what is not. The first is important the experience will be more positive if you enjoy it. The second is important because sharing problems helps solve them because many people have been through similar situations and found a solution that works to solve problems.

So now go out and be a leader.

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Appendix

Other Team Activities

Lost at Sea

Object: This is an exercise in group decision making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of 15 survival items must be agreed upon by each of the group members before it becomes part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which all group members can at least partially agree.

To begin: Each individual ranks the items in the order of importance to him if he was lost at sea. Then the group is broken into teams and the team has to rank the items.

Rules (for group decision making):

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic.
2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you were able to agree at least somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching your decision.
4. View differences of opinions as help rather than a hindrance in decision making.

_____ Sextant

_____ Shaving mirror

_____ Five gallon can of water

_____ Mosquito netting

_____ One case of U.S. Army C rations

_____ Maps of the Pacific Ocean

_____ Seat cushion (flotation device approved by the Coast Guard)

_____ Two-gallon can of oil-gas mixture

_____ Small transistor radio

_____ Shark repellent

_____ Twenty square feet of opaque plastic

_____ One quart of 160 proof Puerto Rican rum

_____ Fifteen feet of nylon rope

_____ Two boxes of chocolate bars

_____ Fishing kit

Lost at Sea Answer and Rational Sheet

According to the "experts," the basic supplies needs when a person is stranded in mid ocean are articles to attract attention and articles to aid survival until rescue arrives. Articles for navigation are of little importance: Even is a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, for example, the case of Army C rations.

A brief rational is provided for the ranking of each item. These brief explanations obviously do not represent all the potential uses for the specified items but, rather, the primary importance of each.

1. Shaving mirror - Critical for air-sea rescue.
2. Two gallon can of oil-gas mixture - Critical for signaling - the oil-gas mixture will float on water and can be ignited with a dollar bill and a match (obviously, outside the raft).
3. Five gallon can of water - Necessary to replenish loss by perspiring etc.
4. One case of U.S. Army C rations - Provides basic food intake.
5. Twenty square feet of opaque plastic - Can be utilized to collect rainwater, provide shelter from the elements.
6. Two boxes of chocolate bars - A reserve food supply.
7. Fishing kit - Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.
8. Fifteen feet of nylon rope - May be used to lash equipment together to prevent it from falling overboard.
9. Floating sea cushion - If someone fell overboard, it could function as a life preserver.
10. Shark repellent - Obvious.
11. One quart of 160-proof Puerto Rican rum - Contains 80 percent alcohol - enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.
12. Small transistor radio - Of little value since there is no transmitter (unfortunately, you are out of range of your favorite AM radio stations).
13. Maps of the Pacific Ocean - Worthless without additional navigational equipment - does not really matter where you are but where the rescuers are.
14. Mosquito netting - There are no mosquitoes in the mid-Pacific.
15. Sextant - Without tables and a chronometer, relatively useless.

The basic rationale for ranking the signaling devices above the life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first 36 hours, and one can survive without food and water during this period.

Note: Officers of the United States Merchant Marines ranked the 15 items and provided the "correct" solution to the task.

Team Teasers

Objective: To decipher each set of letters and words.

To begin: First each person tries to answer the set for five minutes. The first answer should be given as a demonstration. Then the group divides into teams and has ten minutes to solve the teasers. Finally the total group lists their answers aloud to solve the ones they were unable to solve.

1. 32 = D F at which W F _____
2. 26 = L of the A _____
3. 7 = C in the S _____
4. 52 = P C in a D _____
5. 11 = P on a F T _____
6. 64 = S on a C B _____
7. 100 = S in the U S S _____
8. 18 = H on a G C _____
9. 8 = S on a S S _____
10. 76 = T led the B P _____
11. 12 = S of the Z _____
12. 90 = D in a R A _____
13. 5 = N in a Z C _____
14. 7 = W of the W _____
15. 200 = D for P G in M _____
16. 88 = K on a P _____

Team Teasers Answers

1. 32 Degrees Fahrenheit at which Water Freezes
2. 26 Letters of the Alphabet
3. 7 Colors of the Spectrum
4. 52 Playing Cards in the Deck
5. 11 Players on a Football Team
6. 64 Squares on a Chess Board
7. 100 Seats in the United States Senate
8. 18 Holes on a Golf Course
9. 8 Sides on a Stop Sign
10. 76 Trombones led the Beat Parade
11. 12 Signs of the Zodiac
12. 90 Degrees in a Right Angle
13. 5 Numbers in a Zip Code
14. 7 Wonders of the World
15. 200 Dollars for Passing Go in Monopoly
16. 88 Keys on a Piano

(Peters, 40)